

## REACTIONS TO FRUSTRATION OF ADOLESCENT GIRLS

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### ABSTRACT

An exploratory research was conducted to find the reaction to frustration of adolescents girls. Sample constituted of 75 adolescent girls 25 each from upper, middle and lower socio- economic status were selected through stratified random sampling. Socio economic status of the sample was ascertained using **Kappuswamy Socio- Economic Scale (1962)** revised by **Sharma (2019)** and frustration reactions were assessed with the help of **Reactions to Frustration scale** constructed and validated by **Dixit and Srivastava (2005)**. Frequencies, percentages, standard deviation and ANOVA were used for analysing the data and drawing the inferences. It was concluded from the findings of the study that irrespective of the socio economic group, the adolescents showed average frustration in them. The findings of the study also indicated significant gender differences in frustration reaction where boys were found with greater frustration reactions than the girls. The findings also indicated that there are no significant differences in reactions to frustration across socio economic groups thereby depicting that adolescents irrespective of their socio economic backgrounds have similar frustration reactions

**KEYWORDS:** Adolescents Across Genders, Reactions to Frustration Scale, Frustration of Adolescents

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### Article History

**Received: 02 Jul 2022 / Revised: 02 Jul 2022 / Accepted: 09 Jul 2022**

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### INTRODUCTION

Life is full of frustrations. The course of life is not always smooth. We have a number of desires, which are not fulfilled due to certain obstacles. **Harriman (1946)** defines frustration as, condition of being thwarted in the satisfaction of motive. The word frustration has been derived from a Latin word 'Frusta' means 'obstruct'. The term frustration refers to the blocking of behaviour directed towards the goal. It's a common feeling that everyone will experience in their life. From the minor irritations of losing something to the major problem of continued failure towards a desired goal. Frustration is an emotion that occurs in situations where a person is blocked from reaching a desired outcome. Some of the typical responses to frustration include anger, quitting (burn out or giving up), loss of self esteem and self confidence, stress and depression, ironically most of these feelings are very common during adolescence.

Frustration results in various types of reactions according to its intensity and nature of the individual experiencing frustration. Some have frustration tolerance to the extent that they bear the consequences with a little injury to the self or society, while others become too violent and aggressive. Frustration has a different set of behaviour mechanism. It is expressed in various modes which are aggression, resignation, fixation and regression.

Thus frustration has its own system. It has four modes of reactions to a situation – aggression, resignation, fixation and regression. Aggression indicates frustration dynamics in hostile situation, resignation is the extreme escapism from reality, regression is the condition to go back and fixation is the compulsive type of behaviour.. It can be said that frustration is closely related with problems of adjustment, change personality, development or growth.

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood. Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier or later. The adolescent period is very critical in terms of social adjustments and maturation. An adolescent world is different from others and he/she is full of energies and ambitions for future life and develops positive value system.

The adolescents face problems as a result of parental indifference, problem in schools, problem due to teachers, social inferiorities, personal handicaps constitute adolescence problems. They maintain such difficulties as striving for recognition from peers of their own opposite sex being under anxiety producing pressures from their parents for scholastic and social achievements and trying to establish their independence while being financially dependent on their parents. So, they face a number of problems and failures.

## RESEARCH METHODOLOGY

- **Research Design**-Based on the nature of the study, exploratory research design was adopted for the study.
- **Methods used for Data Collection**
  - **Selection of Research Method:** Survey method was adopted in the present study for the collection of information and data.
  - **Sampling Method:** Based on the objectives of the study, stratified random sampling method was adopted for the sample selection in the study.
  - **Locale of the Study:** Study was conducted in Tura, town of Meghalaya.
  - **Sample Distribution**

The sample for the study consisted 75 boys (25 each from upper, middle and lower socio-economic status). The samples were taken from 6 schools of Tura, Meghalaya, namely, St. Mary's Higher Secondary School, Burny Hills Higher Secondary School, Govt. Boys Higher Secondary School, Don Bosco Higher secondary school, P.A Sangma Foundation College, Tura Government College. Permission was taken from the head of the institution of each school and colleges before collecting the data and then, the respondents were requested to read the instructions carefully that have been given on the title page of the Scale. When the researcher was sure that the respondents have understood the way of recording their responses, they were asked to begin the actual work.

- **Tools used for Data Collection**

### 1. Kappuswamy Socio-Economic Scale

Kappuswamy's Socio-Economic Scale (1962) revised by **Sharma (2019)** was used to assess the socio-economic status of the respondents. The scale is a three factor index of socio-economic status which uses the occupational, educational and economical levels of parents in each household. Each of the three variables is assigned scores to obtain total score on

socio-economic status of families. The maximum possible score on scale is 29; with a minimum of 3. On the basis of scores obtained, the subjects were categorized in three sub groups i.e., upper socio-economic status, middle socio-economic status, and lower socio-economic status.

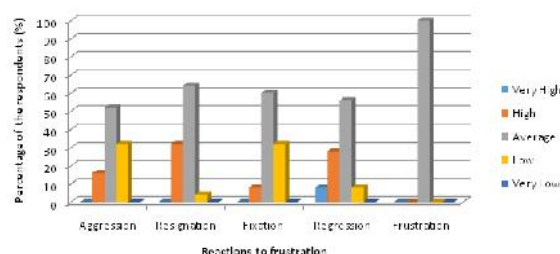
## 2. Reactions to Frustration Scale

Reaction to Frustration scale constructed and validated by **Dixit and Srivastava (2005)** was used to measure the level of frustration reaction among adolescent boys and girls of different Socio- Economic Status. Reaction to Frustration Scale covers four reactions namely- aggression, resignation, fixation and regression. It consists of 40 items out of which each reaction to frustration has 10 items equally divided into positive and negative items. Each of the statement contains six responses in terms of degree of liking or disliking commencing from Most liked, Much liked, Liked, Disliked, Much disliked and Least Disliked.

## RESULTS AND DISCUSSIONS

**Table 1: Distribution of the Adolescent Girls from the Upper Socio- Economic Group in Reference to their Reaction to Frustration**

Levels of Frustration	Aggression		Resignation		Fixation		Regression		Total Frustration	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Very High	0	0	0	0	0	0	2	8	0	0
High	4	16	8	32	2	8	7	28	0	0
Average	13	52	16	64	15	60	14	56	25	100
Low	8	32	1	4	8	32	2	8	0	0
Very Low	0	0	0	0	0	0	0	0	0	0



**Figure 1: Distribution of the Adolescent Girls from the Upper Socio- Economic Group in Reference to their Reaction to Frustration.**

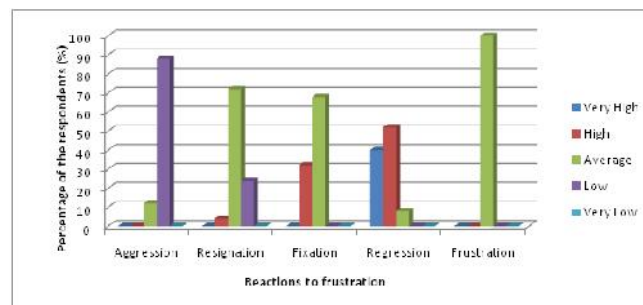
The above table 1 and figure 1 depicts the distribution of the adolescent girls of upper socio- economic group in reference to their reaction to frustration. Table 1 shows that 52 per cent girls of upper socio- economic group show average, 32 per cent girls show low and 16 per cent show high aggression. 64 per cent girls have average resignation and 32 per cent have high resignation. Average fixation was found in 68 per cent girls, low fixation in 32 per cent girls and only 8 per cent girls show high fixation. 56 per cent girls show average regression, 28 percent have high and 8 per cent have low and 8 per cent girls have very high regression.

Adolescents belonging to upper socio-economic showed high frustration compared to other socio-economic groups. The reason may be that parents of upper socio-economic group of adolescents having high aspirations and expectations, which exert pressure to their children and exposure to different media and competition must have increased frustration.

The findings of the study are in accordance with the findings of **Suhina (2016)** who stated that high socio-economic group of adolescents were more prone to aggression as compared to low socio-economic status group.

**Table 2: Distribution of the Adolescent Girls from Middle Socio- Economic Group in Reference to their Reaction to Frustration**

Levels of Frustration	Aggression		Resignation		Fixation		Regression		Total Frustration	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Very High	0	0	0	0	0	0	10	40	0	0
High	0	0	1	4	8	32	13	52	0	0
Average	3	12	18	72	17	68	2	8	25	100
Low	22	88	6	24	0	0	0	0	0	0
Very Low	0	0	0	0	0	0	0	0	0	0



**Figure 2: Distribution of the Adolescent Girls from Middle Socio- Economic Group in Reference to their Reaction to Frustration.**

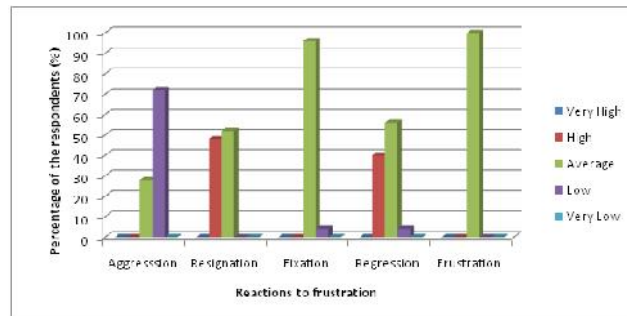
The above table 2 and figure 2 depicts the distribution of the adolescent girls of middle socio- economic group in reference to their reactions to frustration. Table 2 shows that majority of the middle socio- economic girls i.e., 88 per cent show low aggression and only 12 percent have average aggression. 72 per cent girls were found to have average resignation, 24 per cent have low resignation and 4 per cent girls have high resignation. 68 per cent girls show average fixation and 32 per cent girls show high fixation and may be expressed in terms of lasting hurt, persistence of childhood fears, negligence etc. 52 per cent girls have high regression, 40 per cent show very high regression, it can lower constructiveness and only 8 per cent girls show average regression.

Hence the result contains that majority middle socio-economic girls showed average and low frustration. The reason could be because, there seems no discrimination in the upbringing of the male and female children in the society and girls get proper attention of the parents regarding education and health and feels accepted and are not much frustrated.

**Avtar (2017)** stated that frustration tolerance is found different in each and every individual. Some people get frustrated very easily even in simple situation or life problems, whereas others may not get frustrated easily rather they try their level best to combat the problem.

**Table 3: Distribution of the Adolescent Girls from Lower Socio- Economic Group in Reference to their Reaction to Frustration**

Levels of Frustration	Aggression		Resignation		Fixation		Regression		Total Frustration	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Very High	0	0	0	0	0	0	0	0	0	0
High	0	0	12	48	0	0	10	40	0	0
Average	7	28	13	52	24	96	14	56	25	100
Low	18	72	0	0	1	4	1	4	0	0
Very Low	0	0	0	0	0	0	0	0	0	0



**Figure 3: Distribution of the Adolescent Girls from Lower Socio- Economic Group in Reference to their Reaction to Frustration.**

The above table 3 and figure 3 depicts the distribution of the adolescents in the lower socio- economic group in reference to their reaction to frustration. Table shows that majority of lower socio- economic adolescent girls i.e., 72 per cent showed low aggression and only 28 per cent show average aggression. Average resignation was found in 52 per cent girls and 48 per cent have high resignation. Majority i.e., 96 per cent have average fixation and only 4 per cent girls have low fixation. 56 per cent girls have average and 4 per cent show low regression.

Hence, the results reveal that in lower socio-economic status families, adolescent girls have average and low reactions to frustration. This could be because the respondents are from local tribal background which is a matrilineal society which gives value to the daughter, which may be the cause that majority of female students feel accepted and are not much frustrated.

The findings of the study are in accordance with the findings of **Martha (2021)** who stated that frustration was significantly associated with traits.

## CONCLUSION

It can be concluded from the findings of the study that irrespective of the socio economic group, the adolescents showed average frustration in them. The findings of the study also indicated significant gender differences in frustration reaction where boys were found with greater frustration reactions than the girls. The findings also indicated that there are no significant differences across socio economic groups thereby depicting that adolescents irrespective of their socio economic backgrounds have similar frustration reactions.

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